DOCUMENT RESUME

ED 409 532 CS 012 849

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TITLE	Success in Reading.
PUB DATE	97
NOTE	8p.
PUB TYPE	Opinion Papers (120)
EDRS PRICE	MF01/PC01 Plus Postage.
DESCRIPTORS	Classroom Techniques; Cooperation; Elementary Education; Learning Activities; Learning Motivation; Learning Strategies; *Reading Achievement; *Reading Instruction; Student Motivation; Teacher Role
IDENTIFIERS	Scaffolding

ABSTRACT

The reading teacher needs to determine what each pupil needs to be a successful reader. In collaborative reading, the teacher guides the pupil to read, cooperatively, content that is stimulating yet predictable, consisting of rhymes, refrains, and poems. Most children like to read orally and reading together with others hurdles difficulties in word recognition. Cooperative reading may be used with young readers as well as for remedial reading. There are specialists who advocate pupils reading content with the subject matter of their choice. A scaffolding approach in teaching can be used, in which the teacher may stress the new words and learners practice their identification. Pupils benefit at all age levels in review reading and reading aloud with the teacher. Allowing pupils to choose which library books to read allows for individual differences. Thus, the reading teacher should try out diverse approaches in guiding pupils to attain as optimally as possible. (CR)

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Marlow Ediger

1997

SUCCESS IN READING

The reading teacher needs to determine what each pupil needs in order to be a successful reader. There are numerous approaches that can be used to guide more optimal learner progress. The purpose of this manuscript is to inform teachers of what can be tried to stress pupils achieving at a satisfactory rate in reading. These approaches have been used with student teachers and cooperating teachers whom I supervised in the public schools. I would like to start with collaborative reading. Here, teachers guide pupils to read, cooperatively, content that is stimulating and yet predictable. The content may consist of rhymes, refrains, and poems. Pupils may follow along in their books as they read together with the teacher. Wanda Gag's Millions of Cats comes in this category whereby pupils may join in the very familiar and predicable refrain. Pupils might also wish to read other parts of this book also with the teacher in oral reading.

Most children like to read orally and reading together with others hurdles difficulties in word recognition. There are numerous illustrations in books which help the reader in identifying unknown words. Thus if a pupil does not know a word, the illustration will give the unknown to the reader. Rhythm and rhyme seem to obtain pupil attention and interest in reading. By going over the selection in oral reading, pupils develop many sight words for their reading vocabulary. Many times, pupils like to suggest poems and stories for shared reading. Pupils may certainly be actively involved in the sharing of content read in an oral manner. Holism in content is experienced. There are no stops for debating about what the unknown word is. With the model of the teacher, the act of reading progresses and continues with pupils also involved in the activity.

Cooperative reading may be used with young readers as well as for remedial reading. Pupils may view themselves as being quite capable in reading when success is experienced. There is no need to feel embarrassed due to not knowing a word or not reading as fluently as do other pupils in the classroom. These problems are hurdled with the

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shared reading approach. Learners become confident readers in shared reading procedures of instruction (Cunningham and Arlington, 1994). Repeated reading assists pupils to comprehend content more adequately as well as well as notice phonetic elements in reading orally in a cooperative endeavor.

Cooperative Writing and Reading

There are reading specialists who advocate pupils reading content in which the latter have presented the content for subject matter. Pupils need to have something to write about. Thus experiences are needed which are interesting and challenging. In fall, leaves from trees and changing, colored plants might be placed by both the teacher and pupils on an interest center. The leaves and plants many be discussed and then learners might suggest ideas to be printed on the chalkboard by the teacher pertaining to observations made. Each sentence may be brainstormed by involved pupils and then the chosen content printed on the chalkboard. I have also notice teachers using the word processor to type content presented by pupils. As a sentence is provided by pupils, the teacher prints these on the chalkboard or types the resulting content. Learners see talk written down pertaining to their very own ideas. This is followed by pupils reading the content as the teacher points to words and phrases read.

Learners saw their very own content in print and should then possess the necessary background information to read the ideas presented. The products may be bound and reread later by pupils.

Cooperative writing and reading may be used with very young pupils, in particular, as well as those who are at risk and need a procedure of reading instruction that is personal and provides for success in reading instruction.

Teacher Guided Reading

There are pupils who do better in a more formal approach in reading instruction. More structure is then needed to encourage and

promote progress in reading. Small groups of pupils need to be taught in one area. The group may be either homogeneous or heterogeneous. Generally, basal readers are used here. Multiple copies of a paperback might also be used so that each pupil has a copy of what will be read. The book used should be on the instructional level of the pupil. The pupil then can identify most of the words correctly in context, but there is room for growth in learning to identify and read new words. Here, a scaffolding approach in teaching needs to be used in that the new learnings will need to be made familiar through quality teaching by the teacher.

The scaffolding approach may stress the teacher identifying possible new words that might give difficulty in recognition by learners. These words need to be printed on the chalkboard within sentences prior to pupil reading activities. Learners need practice in their identification and also attach meaning to each. Generally, there are purposes or questions for which pupils need to read to obtain necessary information. After pupils have read the content, the answers to the purposes or questions are discussed to appraise comprehension of pupils in reading. These, among other facets of teaching, are to be stressed in teacher guided reading procedures of instruction. Scaffolding is needed to assist pupils to achieve from where their present achievement in reading is to where the new goals lead in word recognition and comprehension. Based on their research findings, Canney and Neuenfeldt (1993) wrote:

> Most elementary teachers still use a basal for reading instruction. However, it appears that teachers combine children's books and basals. which is a change from previous reports. Teachers perceive themselves to be in line with school district policy to support their preference for a basal/tradebook combination. Most teachers also say that they have access to an adequate supply of tradebooks and 85% believe that children should read independently for 15 to 30 minutes daily. Finally, regardless of teaching experience, formal training in reading, or grade level taught , most teachers prefer a combination of basal and tradebooks in their reading programs.

Review Reading

Pupils benefit at all age levels in review reading. Rereading of content is needed so that comprehension increases and word recognition skills become increasingly proficient. A Big Book may be placed on an easel. All participants should be able to see clearly the content printed in the Big Book. The teacher may have pupils read along right away with the initial reading experiences from the Big Book. Pupils identify as many words as possible. They learn additional words as they hear the teacher pronouncing new words. The same content is read again so that pupils better understand subject matter read as well as gain security in word recognition.

The enjoyment of reading aloud with the teacher as well as gain ideas and skills from this activity makes learning to read a profitable experience. Success in reading has been a major outcome in reading aloud (Routman, 1994).

Pupil Decision Making Model

Pupils deciding which library books to read sequentially has a way of providing for individual differences. An adequate number of library books need to be in the offing so that a pupil may select the content that is personally interesting. Also, the chosen book needs to be on the reading level of the pupil to foster understanding and meaning. Periodically, a conference may be held with the teacher after the learner has completed reading a library book. Here, the teacher may discuss salient ideas contained in the library book with the learner. The teacher may wish to hear the pupil read a selection orally from the completed reading of the library book. Assistance is provided by the teacher in reading instruction as needed. The one on one approach here in the pupil decision making model has much to recommend itself. The teacher provides special time to one pupil alone at a given time. The pupil sequences his/her very own reading selections in choosing from among alternatives. The affective or attitudinal dimension assists the learner in making choices. Ediger (1997) wrote:

To emphasize affective domain objectives, the student needs to

select in sequence, from among others, library books to read in the reading curriculum. A psychological curriculum is then in evidence when a student chooses sequentially which books to read. Library books selected are chosen on the basis of being personally interesting, meaningful and purposeful. An ample number of library books are available so that the learner may truly select and make decisions as to which books to read. Enjoying and liking reading stresses the attainment of affective objectives by pupils....

The involved reader selects the method to be utilized in appraising progress after the completion of reading a library book. Discussion with the teacher covering content of the book may be selected as an appraisal procedure. Other procedures involve drawing one or more illustrations, pantomiming, creative dramatics, and formal dramatizations, covering content of the library book read...

Peer Reading Sessions

There are pupils who like to learn in a group setting in which content is read therein. Here, pupils have ample opportunities to learn from each other through oral reading and discussing of what was read. Pupils have the same paperback or basal readers and change off reading to each other as well as interact actively in a discussion setting. Learning to identify and pronounce new words may be achieved through holistic methods, not special time devoted to phonics instruction. Pupils in the group may wish to locate words that begin alike in symbol and sound, words that end alike, as well as words that rhyme.

Pupils who prefer to work and learn in groups find enjoyment and pleasure in learning from each other. Social skills are further developed in the group setting. Support for achievement in reading comes from the group as well as assistance to hurdle difficulties. Pupils may decide what to read as well as sequence their own experiences. Where does the teacher come in where pupils do much of the choosing and implementing? The teacher has a difficult role here in assisting pupils to be on task. He/she needs to see that pupils are learning to read more proficiently and reveal increased skills, knowledge, and quality attitudes toward reading.

Peer reading sessions may be used to supplement other methods of teaching reading. They may also take up a considerable amount of time devoted to the reading and literature curriculum.

The Junior Great Books Program

The Great Books program can be quite academic in stressing classical literature for pupil reading. Classical literature has stood the test of time in terms of content being beneficial for pupils to read. Thus recently written literature will not suffice, but the writings of authors who have survived in importance with their written works provide content for the reading curriculum.

There are adults who belong to a Great Books club in the community. Members here will read and discuss in specific sessions the writings of Plato, Aristotle, Bishop Berkeley, John Locke, Rene Descartes, Gottfried Leibnitz, Georg Hegel, and John Dewey, among others. Suitable for children would be classical content such as Robert Louis Stevenson's A Child's Garden of Verses or Edgar Allen Poe's Treasure Island. Mother Goose rhymes have also stood the test of time in being considered as classical literature. These are merely examples of the tremendous amount of classical literature available for pupil reading. Advocates of the Great Books program believe strongly in guiding pupils to enjoy reading as a major objective. The word "classical" and "enjoying reading" are not opposite concepts here, but compliment each other.

In Conclusion

There are numerous plans in teaching of reading that have considerable merit. Pupils differ from each other in many ways including learning styles. Thus the reading teacher should try out diverse approaches in guiding pupils to attain as optimally as possible. I believe that teachers, too frequently, use one approach only or largely in teaching reading and that is the basal textbook approach. There is nothing wrong with using basals as long as each pupil achieves as well as possible in reading achievement.

However, I do not believe that a basal alone will meet an adequate number of reading needs of pupils. To stress a quality reading curriculum, Ediger (1988) wrote the following criteria for teachers to

follow:

1. providing for individual differences.
2. attaching meaning to what has been learned.
3. stimulating learners in desiring to learn.
4. praising pupils for for improved performance regardless of past achievement.
5. diagnosing pupils' difficulties and working toward remediation.
6. having learners achieve at their own unique optimal rate of learning.
7. selecting interesting learning activities.
8. having pupils sense reasons or purpose for participating in ongoing learning activities.
9. providing sequential learnings for pupils.
10. having pupils voice their concerns and interests in selecting reading materials.
11. maintaining balance among objectives pertaining to learning word recognition techniques, reading for a variety of purposes, and reading for enjoyment.

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